

SHAPE THE FUTURE

TEACHER'S BOOK → 01

BACHILLERATO
BATXILLERAT
BATXILERGOA
BACHARELATO

AUTHOR HILARY PLASS



Experience
Better
Learning

SHAPE THE FUTURE/

TEACHER'S BOOK

→ 01

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INTRODUCTION

COURSE AIMS

SHAPE THE FUTURE/

The final Bachillerato exam and the university entrance exams are the key to success in this stage of students' learning. *Shape the Future* provides that solid exam preparation and also goes beyond the classroom with a focus on specific life skills that will prepare students to shape their own futures.

English for Bachillerato

Shape the Future has two pages in each unit dedicated to **grammar** practice, with a comprehensive 18-page **Language Reference** section. The Workbook offers an additional two pages per unit of grammar practice.

Each Student's Book unit has two pages of **vocabulary**, focusing on a topic area and subsequent word-building that is an essential feature of the University Entrance exam. There are nine pages of vocabulary reinforcement in the **Vocabulary Extra** section as well as a **False friends** reference. Special attention is given to **phrasal verbs** throughout the course and additional vocabulary practice can be found in the corresponding Workbook unit. *Shape the Future* also has a strong focus on the **skills** needed to pass the university entrance exam. Many of the reading text's comprehension questions reflect the style found in different exams around the country. Students are also carefully guided through the steps needed to write the typical text types to be found in *University Entrance Exams*: emails, for and against essays, reviews, etc. Additional practice is provided in the Workbook.

The online **Teacher's Resource Bank** provides additional grammar and vocabulary practice worksheets, skills work and mock exams.

Focus on life skills

Students using *Shape the Future* are about to enter the adult world and will increasingly find themselves having to deal with real-life issues. Each unit therefore contains a spread connected to the unit topic focusing on areas which are relevant to this age group such as managing feelings, critical thinking and self-esteem. These sections take a discovery approach to learning. Students identify problems and solutions and then put their ideas into practice in the Project section, which promotes teamwork and collaborative learning techniques.

Skills

Bachillerato students may well find themselves in situations where they need to communicate orally in English. *Shape the Future* addresses the need to develop these skills in tandem with those tested in the university entrance exam. The course gives multiple opportunities for students to improve their speaking and listening skills in every unit.

Critical thinking

Shape the Future has a strong focus on developing crucial critical thinking skills. Each unit opener features a striking photo and a question to inspire a lively class discussion on the unit topic. Both the reading and listening pages have a critical thinking focus and the unit topics are selected to encourage students to think critically about the world around them.

Challenging reading and increased lexical understanding

The reading texts in *Shape the Future* are designed to be conceptually demanding in terms of content. The level of vocabulary is designed to stretch the students' ability to take on higher-level lexis while at the same time keeping within the boundary of their general understanding. Idiomatic expressions are introduced in the Real English section of the listening pages and further vocabulary extension work is offered at the back of the book. Students can also extend their understanding and use of lexical items by accessing an online dictionary such as the *Cambridge English Dictionary*.

Key features of *Shape the Future*

- Reading pages with a strong critical thinking focus encourage students to reflect on the topics and develop advanced thinking skills.
- DigiQuest boxes include questions related to the unit topic which require online research, expanding the theme of the reading or listening text into a technology-rich activity.
- Culture spot boxes present interesting facts related to the reading or listening text to encourage student reflection and discussion.
- Unit-themed Vox pop videos integrated into the speaking page feature short interviews with British

teenagers of *Bachillerato* age and offer a model for extended speaking tasks. Accompanying worksheets are provided in the Teacher's Resource Bank.

- Documentary videos provide an opportunity to look at each unit topic from a fresh angle. They are accompanied by worksheets in the Teacher's Resource Bank.
- Life Skills sections present skills that students will need for study and the real world. Project work is a feature of each Life Skills section, allowing students to put their skills into practice in a collaborative activity such as a presentation or the production of posters or leaflets on topics such as staying safe online, dealing with moral dilemmas or planning a weekend in the UK.
- Tip boxes covering points such as inferring, give students learning strategies for all four skills and the opportunity to put them into practice.
- Real English sections on listening pages cover the meaning of common expressions in English and are followed by discussion questions allowing students to practise them in context.
- Phrasal Verbs are presented in context in the reading passages and defined in a glossary in the Workbook. Ample opportunities are provided for practice on the reading and vocabulary pages and in the Workbook.
- False Friend boxes highlight words that are often confused by native speakers of languages spoken in Spain. In addition, there are two *False friend* reference pages at the back of the book.
- *Get it right* boxes draw attention to common grammar and vocabulary mistakes made by native speakers of languages spoken in Spain. They are informed by the Cambridge English Corpus and focus on genuine learner errors related to the grammar and vocabulary focus.
- *Pronunciation* tasks offer a fun approach to improving students' pronunciation and focus on challenging sounds and patterns for speakers of languages spoken in Spain.

A course for Spanish speakers

Shape the Future is designed for Spanish speakers with information taken from the unique Cambridge English Corpus. The corpus is studied to see how English is really used and to identify typical learner mistakes. This knowledge results in a book that is truly focused on the Spanish-speaking learner.

Critical Thinking 'going digital' in the classroom

Each unit opener is a full-page photo accompanied by a question related to the unit content. Its purpose is to focus on and encourage students to explore issues and opinions related to the unit theme and engage in collaborative learning activities. Suggestions for follow-up questions to encourage discussion and debate are provided in the Teacher's Book. A further objective is to promote the development of critical thinking skills. The ability to think critically is vital for almost every aspect of a person's life, in reacting to situations in the everyday world and as an essential tool, in both study and professional environments.

Someone with critical thinking skills can:

- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of their own beliefs and values.

Hashtags are used in every unit opener to represent an important issue, idea or question – generally one that is being talked about in social media. The hashtag became famous because of Twitter but is now used in many other platforms and has become the symbol of trending topics. This can lead on to other related classroom activities using digital media:

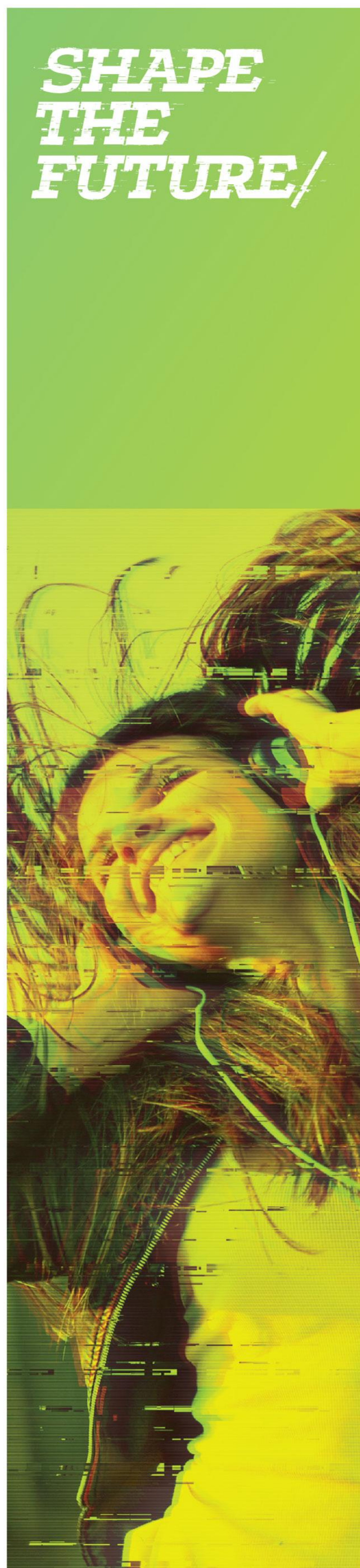
- The use of mobile phones in the classroom to work on social media to set up conversations between different *Bachillerato* classes.
- The use of social media to find information on the hashtag question

posed on the opening page or a race to find the piece of information most relevant to the question.

- If the photo relates to a current issue, students could be asked to follow the issue on social media and report back on what they have learnt in the next class.
- Similarly, throughout the year students could carry out social media searches for the topics of the hashtag questions in each unit. They can then feedback as a warmer in the first class of each new unit.
- Students could work in teams and think of a good tweet related to the hashtag question and see which group's tweet gets the most likes and retweets.

Weblinks, which can be used with the unit openers, are provided in the *Digital Future* material as well as in other sections of the unit. These encourage students to find out about particular topics, promoting learner autonomy and allowing them to participate more fully in classroom debates.

COMPONENTS



For students

**Student's Book**

The Student's Book contains nine units and provides comprehensive coverage of all the grammar and vocabulary in the *Bachillerato* syllabus, alongside a thorough treatment of all four skills. The Student's Book also offers Life Skills and Project sections, Vocabulary Extra, a Writing Guide, advice on Steps For Teamwork, a comprehensive Language Reference, an Irregular Verb list and False Friends reference pages.

**Workbook**

The Workbook offers extra practice in the content of the Student's Book. Extra sections are included to offer even more help: Exam Practice, Listening and Speaking tests, a Vocabulary Builder, a University Entrance Exam specific wordlist and a Phrasal Verbs glossary. All the audio from the Workbook is available for download from www.cambridge.es/shapethefuture and the scripts can be found at the back of the book.

**Digital Student's Book and Digital Workbook**

This fully interactive digital version of the Student's Book and Workbook with answer keys and integrated video material is available online and offline. It is both multi-platform and multi-device, working on computers, tablets and interactive whiteboards for classroom presentation.

For teachers



Teacher's Book

The Teacher's Book is interleaved with the pages of the Student's Book and includes: an introduction to the course, a list of key features, a description of the components, audioscripts and the Workbook answer key. It also provides teaching notes for each unit, suggestions for optional activities, background information and a detailed guide for the Life Skills and Project pages.

Class Audio

All class audio content for the Student's Book is available for download from www.cambridge.es/shapethefuture and the scripts can be found at the back of this Teacher's book.



Teacher's Resource Bank

The Teacher's Resource Bank includes:

Practice worksheets

- Extra practice for reading (two pages per unit), listening and speaking (one page per unit).
- Extra practice in grammar and vocabulary at two levels of difficulty, Standard (one page of each per unit) and Reinforcement (one page of each per unit).
- Comprehension practice for the *Vox-Pops* and *Documentary* videos (one page per video).
- Literature reading practice with biographical information about writers and their literary works (one page per unit).
- Translation to practise target language presented in the Student's Book (one page per unit).
- Writing worksheets to develop writing skills through text-type analysis activities; writing templates to help students structure writing pieces (one page of each per unit).

In addition, it contains a wealth of extras including:

- Grammar map for each unit.
- Weblinks providing extra information for use with many of the sections of each unit. The information is drawn from a variety of online sources including articles, videos, reports, biographies, image galleries, etc.
- Links to pedagogical websites concerning critical thinking and collaborative-learning techniques such as brainstorming, group work, fishbowl discussions, etc.



Test Generator

The Test Generator allows teachers to produce customised mock exams for their students and features regional variations of the university entrance exam. The Test Generator is fully up-to-date with content which reflects the most recent changes to the exams.

Tests package

- Diagnostic: for use at the start of the academic year to diagnose entry level.
- Unit: testing target language focus in Student's Book units. There are two levels, Standard and Plus.
- End-of-term: cumulative tests which test target language across three units. There are two levels, Standard and Plus.
- Final: for use at the end of the academic year. There are two levels, Standard and Plus.
- Listening: testing materials for listening skills.
- Speaking: testing material for spoken skills.
- University entrance exam practice tests.



Digital Future

Digital Future includes the Student's Book and Workbook for classroom presentation, alongside the videos and audios. It also includes answer keys and the Digital Teacher's Book.

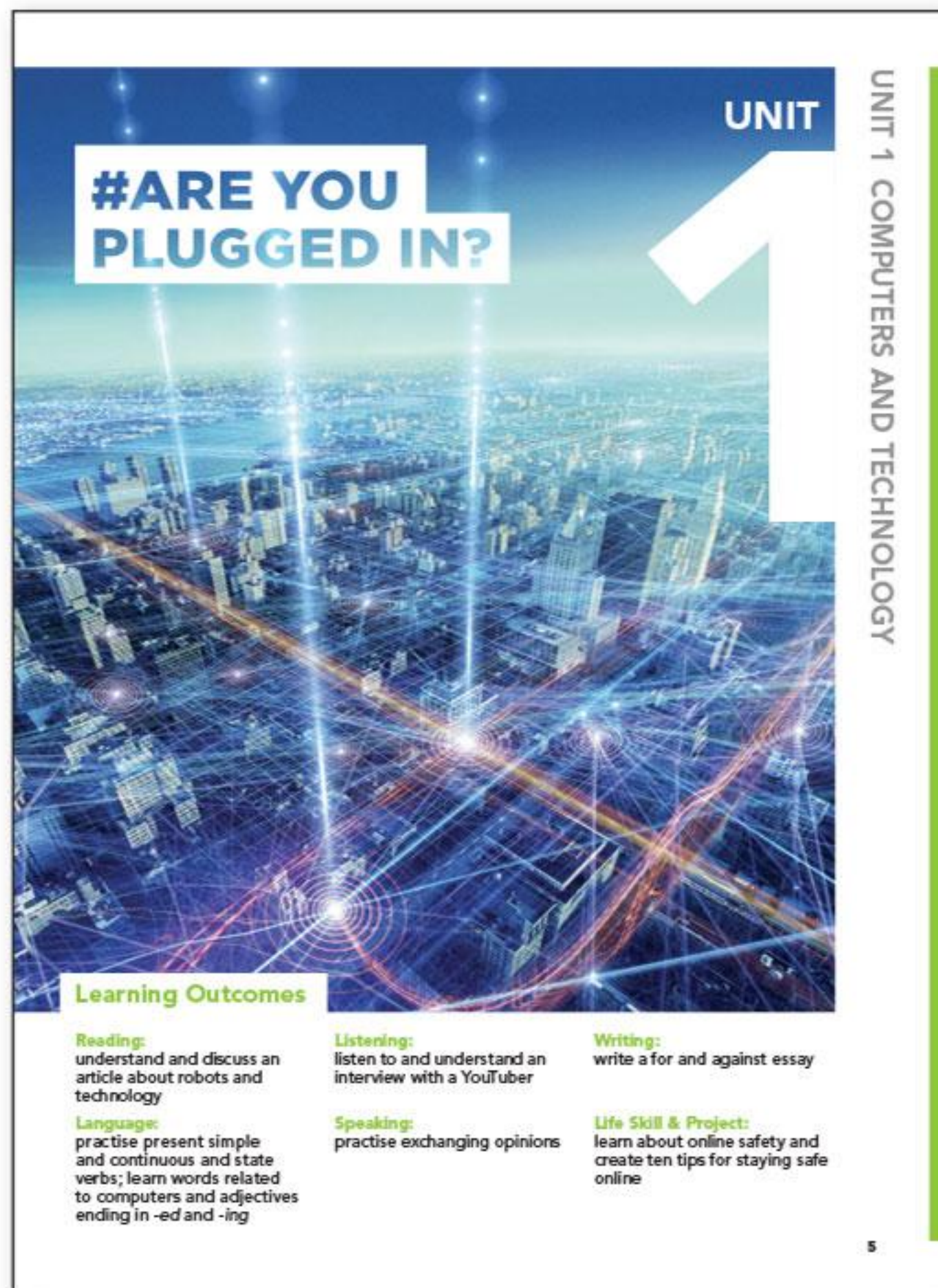
Website

The dedicated website www.cambridge.es/shapethefuture offers extra resources for students and teachers.

STUDENT'S BOOK UNIT STRUCTURE

Each unit begins with a striking photo designed to arouse students' curiosity and encourage discussion around the unit theme.

A # (hashtag) question is provided on the page and there are further prompts for discussion in the Teacher's Book.

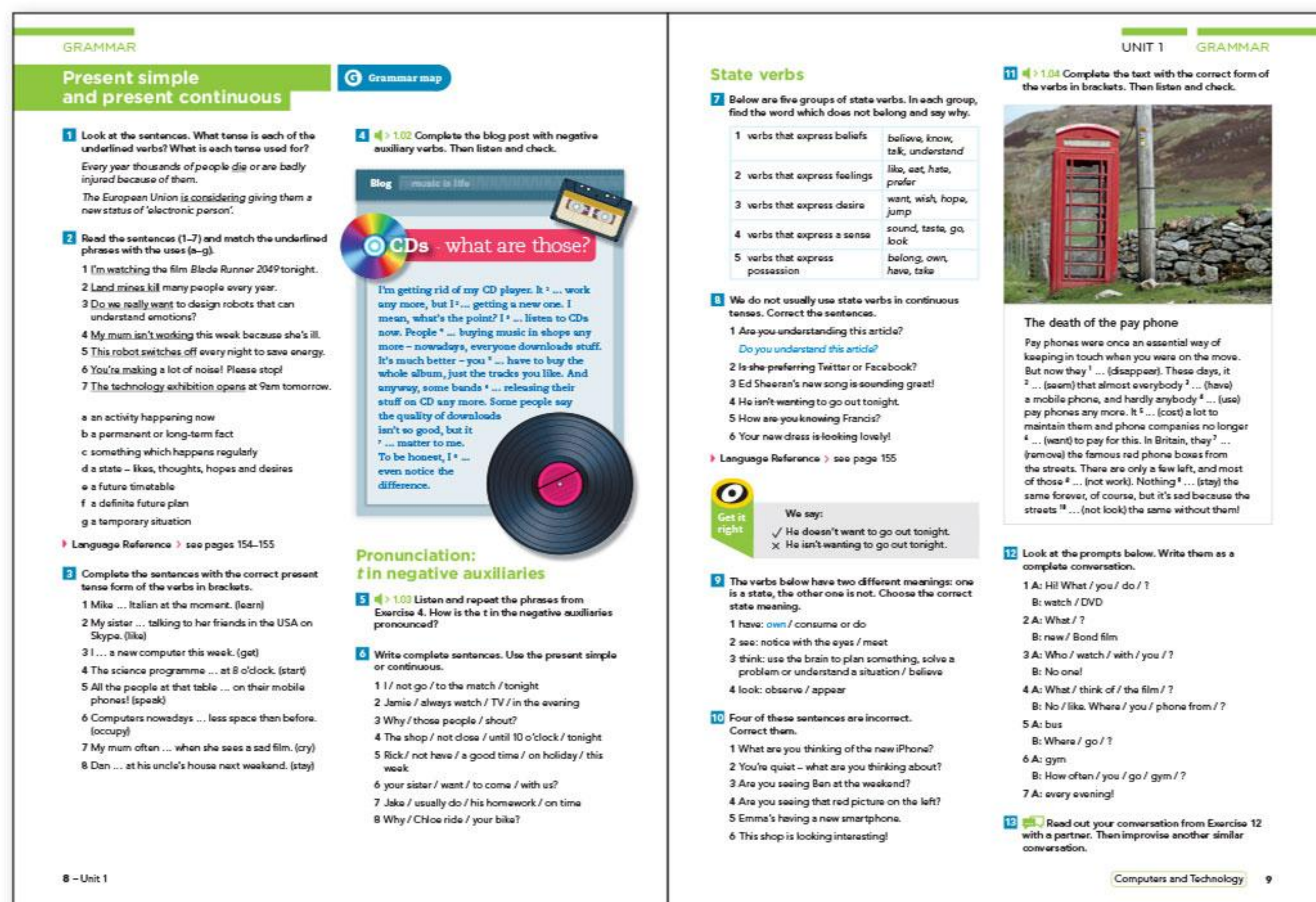


The second and third pages of each unit feature a stimulating reading text and comprehension questions which follow the style of the *University Entrance Exams*, exercises to practise phrasal verbs in the reading text, and Tips, *DigiQuests* and *Culture Spot* boxes.

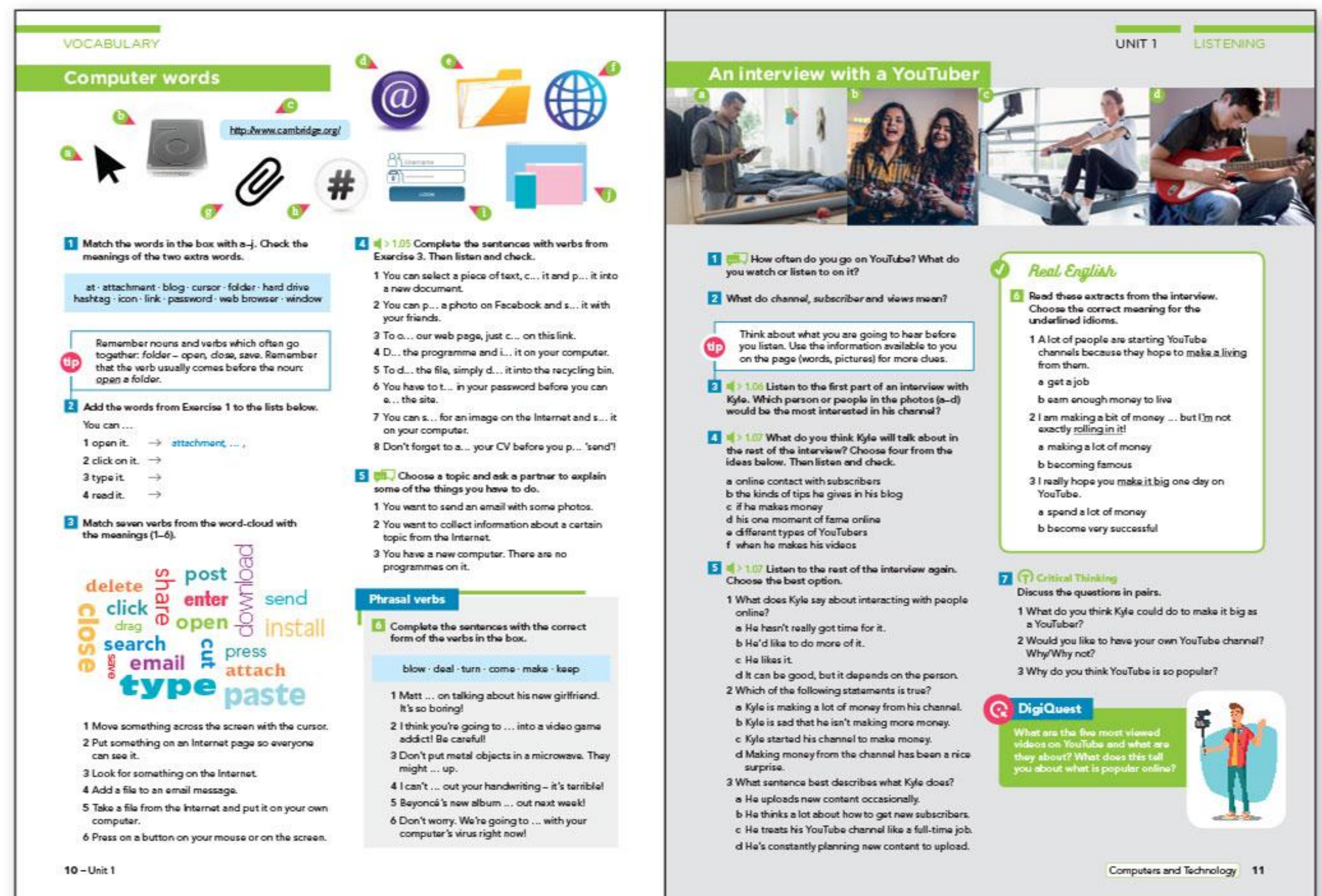
Each spread ends with discussion questions on the text topic designed to promote critical thinking skills.



The grammar pages develop language areas encountered in the reading text. A guided discovery approach is used, focusing on examples of the language in context and discussing their uses and form. There is ample practice of the target language in written and spoken forms. A more detailed Language Reference section is provided at the back of the book.

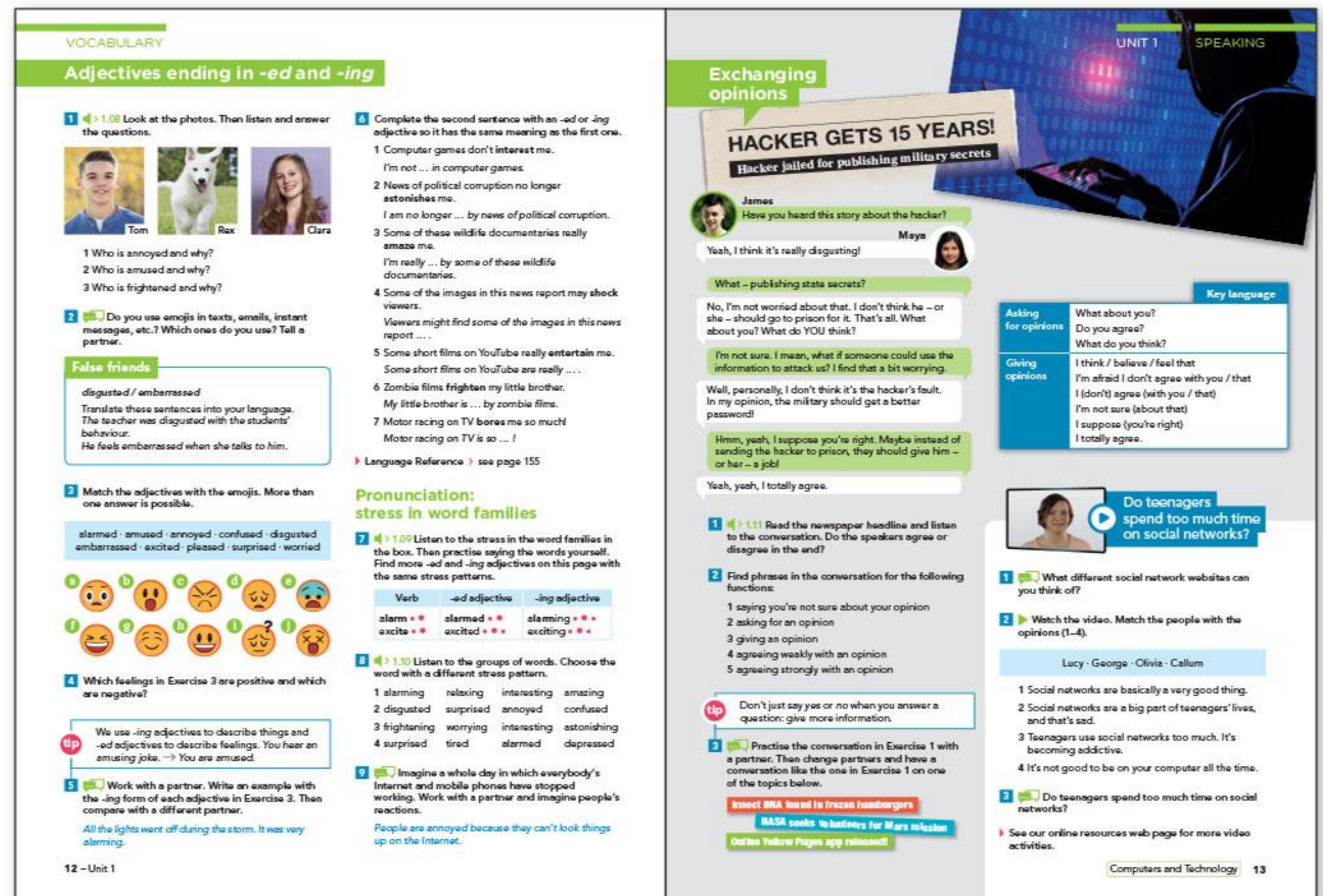


The first vocabulary page develops lexis related to the unit theme and the listening page introduces students to different listening genres based around the same topic. The listening pages also contain a Real English section focusing on common idioms which students can learn and practise in context. Some of the listening pages also contain Tips, *DigiQuests* and *Culture Spot* boxes.



The second unit vocabulary page concentrates on an aspect of word building. Students are given ample practice in this area and are encouraged to understand the workings of the language and develop as independent learners. There is also a focus here on different aspects of pronunciation such as individual sounds, silent letters, linking, etc.

The speaking page deals with different language functions. The students are given a model text which they can also listen to, and are then asked to identify certain phrases typical of the practised function set out in the *Key language* box. In the final task, students do a speaking activity similar to that of the model text. Follow-up questions provide more opportunities for practice. This spread also features a Vox-Pop video linked to the unit theme and speaking activity.



The writing spread deals with different written genres. Students work through a series of tasks based on a model text, using vocabulary and structures typical of the given genre. These are also listed in *Key language* boxes for easy reference. They then follow a step-by-step approach to the writing task. For further information on how students can improve their writing, you could direct them to the following website: www.writeandimprove.com.

The topic of the Life Skills section is introduced in a Warm-up presented through images or realia. Students then explore and analyse the subject in the Now you try! section which finally leads to a *Key Concept* feature.

Students then work on a collaborative project connected to the key concept. This work is carefully structured as a series of steps requiring research, decision making and effective distribution of tasks in order to complete and present their project in the form of a presentation, video, poster or leaflet.

The review page revises the content of the grammar, vocabulary and writing sections of each unit.

Extra content

Vocabulary Extra

There are nine Vocabulary Extra pages which extend and reinforce vocabulary related to the theme of each unit.

Writing Guide

Each page of the Writing Guide focuses on the genre dealt with in the units, giving extra practice and notes on that particular genre.

Pairwork

Pairwork activities to complement the Speaking pages are provided at the back of the book.

Steps For Teamwork

Step-by-step advice for promoting effective teamwork, which features particularly in the Life Skills and Project sections, is given on a double-page spread.

Language Reference

The Language Reference explains the grammar from the units in a more detailed way. It contains notes on form and use as well as multiple examples of each structure to aid students' understanding.

Grammar maps

The Grammar Maps of this course can be found in the digital resource Digital Future and on the Cambridge teacher's website.

Irregular Verbs

There is a useful list of irregular verbs for students' reference.

False Friends

The False Friends section lists some of the most common false friends in English that can cause confusion with languages spoken in Spain.

SHAPE THE FUTURE AND KEY COMPETENCES

Key competences are a combination of knowledge, skills and attitudes designed to help students develop language tools they can use academically and in a wider social context. As an aid to lifelong learning, they lay the foundations for higher-level studies and the working adult world and have become an essential part of the learning curriculum in Spain.

All school subjects in secondary education should contribute to the development of the seven competences. The English language has a direct connection to the competence of linguistic communication, but *Shape the Future* offers opportunities for the development of all competences. It also includes life skills, which while not being part of the official curriculum, are frequently identified as having equal importance.

The official competences are mapped in the Teacher's Book with icons to identify which activities are developed and in which ways.

CLC	Competence in Linguistic Communication
L2L	Learning to Learn
SCC	Social and Civic Competence
DC	Digital Competence
CAE	Cultural Awareness and Expression
SIE	Sense of Initiative and Entrepreneurship
CMST	Competence in Mathematics, Science and Technology

#ARE YOU PLUGGED IN?

Learning Outcomes

Reading:

understand and discuss an article about robots and technology

Language:

practise present simple and continuous and state verbs; learn words related to computers and adjectives ending in *-ed* and *-ing*

Listening:

listen to and understand an interview with a YouTuber

Speaking:

practise exchanging opinions

Writing:

write a for and against essay

Life Skill & Project:

learn about online safety and create ten tips for staying safe online

UNIT 1 COMPUTERS AND TECHNOLOGY

The topic of this unit is computers and technology. It covers some of the more general computer-related terminology and then goes into subjects such as robots and YouTube in more depth.

Learning Outcomes

Vocabulary	computer words; word building (adjectives ending in <i>-ed</i> and <i>-ing</i>)
Grammar	present simple and present continuous; state verbs
Reading	understanding and discussing a text about technology: ' <i>Robots and us: A complicated relationship</i> '
Listening	listening to an interview with a YouTuber
Speaking	exchanging opinions; agreeing and disagreeing
Pronunciation	<i>t</i> in negative auxiliaries; stress in word families
Writing	a for and against essay
Get it right	the error of using the present continuous with state verbs like <i>want</i>
Life skill and Project	online safety; creating an infographic about 10 tips for online safety

Key Competences

In this unit students will:

- practise vocabulary related to computers and technology. CLC, DC
- consider the relationship between humans and robots. CLC, DC, CAE
- practise the use of the present simple and present continuous. CLC
- research the popularity of YouTube. CLC, CAE, DC
- express opinions about real-world issues. CLC, CAE
- discuss teenagers' use of social media. CLC, SCC, DC
- develop critical thinking skills. CLC, SCC
- explore the concept of safety online. CLC, SCC, DC, SIE
- develop teamwork skills. CLC, L2L, SIE

CLC	Competence in Linguistic Communication
L2L	Learning to Learn
SCC	Social and Civic Competences
DC	Digital Competence
CAE	Cultural Awareness and Expression
SIE	Sense of Initiative and Entrepreneurship
CMST	Competence in Mathematics, Science and Technology

Class discussion #Are you plugged in?

Use the photo as a point of departure for a class discussion. Ask the question on the page and some or all of the extra suggested questions below. Give students space to lead the conversation off in other directions but staying within the theme.

- What can you see?
- What do the lines and circles represent?
- What does the phrasal verb *plug in* mean?
- What does it mean for a person to be *plugged in / into* something?
- What are you plugged into?
- In what ways are you connected, or plugged in, using technology?
- How important is it to be connected or plugged in?
- Are you plugged in 24 hours a day, seven days a week?
- How well do you think you would manage if you had no mobile phone or Internet connection? What couldn't you do?

As the discussion proceeds, write some of the key words and phrases that come up on the board. At the end of the discussion, you could take a photo of it, or ask students to do so. You could show this photo at the beginning of the next class and ask students to remember what the words and phrases were about.

Possible answers

Describe photo

A city with skyscrapers. There are a lot of lines and concentric circles suggesting electricity or lasers.

What do the lines and circles represent?

We live in an increasingly connected world, connected by networks, Internet, technology. The vertical lines could represent connections via satellite.

What does the phrasal verb *plug in* mean?

To connect a piece of electrical equipment to a socket in another piece of electrical equipment or to the main electricity supply.

What does it mean for *a person to be plugged into something*?



To get to know and receive information about something or to start using or being involved with something. To be up-to-date with what's going on in the world. Example sentences:

Andy is really plugged in to the popular music scene.

We also plug into the research facilities available and license technology from independent sources.

▶ See page 4 of the Workbook.

READING

- 1  Read the title and look at the photos. Predict three things you think the writer will mention in the text.
- 2 Read the first paragraph only. What is its main purpose?
 - a To begin a story about a special type of robot.
 - b To explain how robots can detect land mines.
 - c To introduce the idea of robots having rights.
- 3 Read the complete text quickly. Match the titles (a–d) with the paragraphs (1–4).
 - a How robots teach themselves.
 - b Is it OK if robots 'die' as part of their job?
 - c We need to make some difficult decisions about robots.
 - d Robots may need the same rights as humans, says the EU.
- 4  **1.01** Read the text again and listen. Are the following statements true or false? Justify your answers with words from the text.
 - 1 Land mines no longer cause many deaths every year.
 - 2 The person stopped the experiments because he didn't like what was happening.
 - 3 Isaac Asimov created the foundations for today's robotics.
 - 4 In the EU, some robots have the right to be repaired.
 - 5 Robots can learn by looking at examples.
 - 6 The writer thinks the way society will treat robots in the future is clear.

- 5 Match the words from the text (1–5) with the meanings (a–e). Use the Tip to help you.


1 ban (paragraph 1)	a sadness / sympathy
2 huge (paragraph 1)	b a good idea
3 obey (paragraph 2)	c very big
4 sensible (paragraph 3)	d prohibit
5 pity (paragraph 4)	e follow



When you match words from the text with their meanings, check your answers by replacing the original word in each sentence with the meaning you've chosen. Ask yourself: 'Does the sentence make sense with this new word?'

Phrasal verbs

- 6 Choose the correct meaning for the phrasal verbs highlighted in the text.


1 deal with	find an answer to or take action / talk about
2 blow up	move / explode
3 keep on	continue / start
4 come out	appear / write
5 turn into	replace / become
6 make out	detect or understand / create
- 7 Complete each sentence with the correct form of a phrasal verb from Exercise 6.
 - 1 Be careful! The bomb is going to ... !
 - 2 I can't ... the price on this label. Can you read it?
 - 3 I know it's a difficult situation, but we need to ... it.
 - 4 When did this song ... ? Was it last month?
 - 5 I don't like stories of animals who ... humans.
 - 6 Even though John was tired, he ... running.
- 8  **Critical Thinking**
Discuss the questions in pairs.
 - 1 Do you think robots should have rights? If so, what kind of rights?
 - 2 In the future, robots will probably do many jobs that humans do now. Do you think this is a good or bad thing?



In this section, students read a magazine article. *Robots and us: A complicated relationship* examines the issue of whether robots should have rights, like humans. The photo makes a reference to the famous detail in Michelangelo's painting in the Sistine Chapel in the Vatican where God reaches out to Adam to give him life. In this case, Adam is a robot and a human being takes the role of God. In this section, students practise predicting content, reading for gist and matching paragraphs to their titles, focusing on specific information, guessing the meaning of new vocabulary from context and developing critical thinking skills.

Optional activity

Books closed. Tell students to calculate how much time they spend using technology in a typical day, and to make a note of what they use. Ask for volunteers to tell the class and encourage them to respond to each other.

1  Put students in pairs. Ask them to read the title of the article, look at the photo and make predictions about the content of the article. Monitor and help them get their ideas across. Encourage students to explain or give reasons for their ideas. Ask for suggestions around the class. Write key words and phrases on the board but do not give feedback at this stage.

Answer

Students' own answers.

2 Ask students to read the first paragraph of the text and identify the main purpose of the paragraph. Check understanding of *landmines*. Ask a volunteer to give the answer and explain why they chose it giving evidence from the text.


Answer

c This true story raises an interesting question: Do robots, like humans, have basic rights and obligations?

3 Ask students to read the paragraph titles a–d and check vocabulary if necessary. Give students about three minutes to read the rest of the article. Ask them to match the paragraphs with the titles and check their answers with a partner. As you check answers, ask students to give examples of key words and phrases which helped them decide on the correct title. Ask them to check their predictions from Exercise 1. Ask *Who guessed correctly what the text was about?* and for a show of hands. Nominate individuals to give a very brief summary of the text.

Answers

1 b 2 d 3 a 4 c

4  **1.01** Ask students to read questions 1–6 and to think about key words and phrases to direct their reading. Play the audio. Monitor and help as necessary before putting students into pairs to compare their answers. Ask for volunteers to give answers and justify their answers from the text.

Answers

- 1** False. Every year thousands of people die or are badly injured because of them.
- 2** True. The treatment of the robot was, in his words, 'inhumane'!
- 3** False. In a short story which came out in 1942, science-fiction author Isaac Asimov proposed three basic Laws of Robotics.

- 4** False. The EU is actually discussing proposals which include ideas such as robots ... having the right to be repaired if they are damaged.
- 5** True. They can learn independently by analysing thousands of pieces of data.
- 6** False. There are no easy answers to these questions.

tip Read the tip aloud. Ask students if they use this strategy. Tell them that when they substitute a word with a definition they should focus on the meaning within the sentence.

5 Ask students to identify the types of word in Column 1: noun, verb, or adjective. Point out that *ban* (*a prohibition or to prohibit*) and *pity* (*a feeling of sadness or sympathy for someone else's sadness or bad situation or to feel sorry for someone*) could be either nouns or verbs. They will need to look at the context to decide which types of words they are. Ask students to do the exercise. Check the answers and tell students to make a note of the words and their definitions in order to build and extend their vocabulary.

Answers

1 d 2 c 3 e 4 b 5 a

Phrasal verbs

6 Ask students to read the definitions of the phrasal verbs, then read the sentences where they appear in the text (highlighted in yellow) to see them in context. Monitor and help as necessary before putting students in pairs to compare their answers. Ask for volunteers to give answers and the class to check before feeding back as you go through each of the verbs. Give more example sentences with the verbs if necessary, e.g. *The government should deal with the problem of unemployment. The car blew up when it hit the wall. My brother kept on asking me questions. His new book is coming out next month. What started as an enjoyable holiday turned into a nightmare. I couldn't make out what he was saying.*

Answers

1 find an answer to or take action **2** explode **3** continue
4 appear **5** become **6** detect or understand

7 Tell students to refer back to Exercise 6 and to the text if necessary. Tell them to make a note of the words and their definitions in order to build and extend their vocabulary. They should also record the way to use them: *deal with* and *turn into* are inseparable, so the object always follows the particle; *blow up* and *make out* are separable, so if the object is a pronoun, it comes between the verb and the particle – *blow it up, make it out*; *keep on* is usually followed by the *-ing* form of the verb; *come out* is intransitive, so it does not have an object. Ask for volunteers to make more sentences using the phrasal verbs.

Answers

1 blow up **2** make out **3** deal with **4** come out **5** turn into
6 kept on

Optional activity

Put students into pairs to test each other on the meaning of the words in Exercises 5 and 6. One student gives a definition and the other student supplies the correct word.

ROBOTS AND US

A complicated relationship

1 There are millions all around the world, and every year thousands of people die or are badly injured because of them – but you never see them as they are usually hidden underground. We're talking about landmines. Many countries want to ban them, but detecting and deactivating mines is very dangerous work. To deal with this problem, one scientist had a brilliant idea: building a robot with many legs, like a huge centipede. As the robot advances and goes over a mine, the mine blows up and the robot loses a few legs. It then keeps on moving, finding more mines until it doesn't have any legs left. In tests this robot worked perfectly, but ... the person in charge stopped the experiment because the treatment of the robot was, in his words, 'inhumane'! This

25 true story raises an interesting question: do robots, like humans, have basic rights and obligations?

2 The idea is not a new one. In a short story which came out in 1942, science-fiction author Isaac Asimov proposed three basic Laws of Robotics: a robot may not injure a human being, a robot must obey orders and a robot must protect its own existence. Now, in the 21st century, this science fiction is gradually turning into science fact. As robots are becoming more intelligent, the European Union is considering giving them a new status of 'electronic person', with specific rights. The EU is actually discussing proposals which include ideas such as robots owning and spending their own money, and even having the right to be repaired if they are damaged, just like we go to hospital when we are ill.

3 Although not everyone agrees that it's sensible to treat robots as people, there is no doubt that they are becoming smarter. Through 'machine learning', they can learn independently by analysing thousands of pieces of data which they save in their memory.

For instance, it isn't possible to programme a computer to make out all the different types of the letter A: capital A, small a, a written in an unusual font, etc. However, thanks to machine learning, computers can search thousands of documents and learn to identify the first letter of the alphabet themselves.


4 Despite advances in technology, robots still can't experience emotions – at least, for now. However, some robots are able to recognise human feelings and react appropriately. So, in a sense, they already possess emotional intelligence. It is clear that the emergence of this new generation of robots is creating some difficult moral problems: Should robots have certain rights? Is it healthy for us to feel pity for them? How 'human' do we really want to make them? Unfortunately, there are no easy answers to these questions.

Culture spot

According to a recent study, almost 50% of jobs in the USA might disappear in 20 years because of advances in automation and artificial intelligence.

Fast finishers

Ask fast finishers to write three sentences, each one with a word from Exercise 5 or 6. Ask for volunteers to read their sentences to the class but leaving a space for the word. Other students guess the missing word.

8  **Critical Thinking** Ask students to discuss the questions in pairs or small groups. Monitor and help if necessary. Ask for volunteers to share their ideas and conclusions with the class.

1 Encourage students to think about what rights humans have and whether any of them should be applied to robots. They could also consider the other two questions asked in the final paragraph of the article: *Is it healthy for us to feel pity for them? How 'human' do we really want to make them?*

2 Tell students to read the *Culture Spot* on page 7. Ask them to think about what jobs robots could and could not do and why this might be a good or bad idea. Students' views on these two questions could lead into a class discussion. You could use the ideas in the weblinks in the Teacher's Resource Bank to aid this discussion.

Answers

Students' own answers.

▶ See pages 6–7 of the Workbook.

▶ See the Teacher's Resource Bank Unit 1 for extra Reading Practice.

Present simple and present continuous



- 1 Look at the sentences. What tense is each of the underlined verbs? What is each tense used for?

Every year thousands of people die or are badly injured because of them.

The European Union is considering giving them a new status of 'electronic person'.

- 2 Read the sentences (1–7) and match the underlined phrases with the uses (a–g).

1 I'm watching the film *Blade Runner 2049* tonight.

2 Land mines kill many people every year.

3 Do we really want to design robots that can understand emotions?

4 My mum isn't working this week because she's ill.

5 This robot switches off every night to save energy.

6 You're making a lot of noise! Please stop!

7 The technology exhibition opens at 9am tomorrow.

- a an activity happening now
- b a permanent or long-term fact
- c something which happens regularly
- d a state – likes, thoughts, hopes and desires
- e a future timetable
- f a definite future plan
- g a temporary situation

► Language Reference ► see pages 154–155

- 3 Complete the sentences with the correct present tense form of the verbs in brackets.

1 Mike ... Italian at the moment. (learn)

2 My sister ... talking to her friends in the USA on Skype. (like)

3 I ... a new computer this week. (get)

4 The science programme ... at 8 o'clock. (start)

5 All the people at that table ... on their mobile phones! (speak)

6 Computers nowadays ... less space than before. (occupy)

7 My mum often ... when she sees a sad film. (cry)

8 Dan ... at his uncle's house next weekend. (stay)

- 4 ► 1.02 Complete the blog post with negative auxiliary verbs. Then listen and check.

Blog music is life



CDs - what are those?

I'm getting rid of my CD player. It ¹ ... work any more, but I ² ... getting a new one. I mean, what's the point? I ³ ... listen to CDs now. People ⁴ ... buying music in shops any more – nowadays, everyone downloads stuff. It's much better – you ⁵ ... have to buy the whole album, just the tracks you like. And anyway, some bands ⁶ ... releasing their stuff on CD any more. Some people say the quality of downloads isn't so good, but it ⁷ ... matter to me. To be honest, I ⁸ ... even notice the difference.



Pronunciation: t in negative auxiliaries

- 5 ► 1.03 Listen and repeat the phrases from Exercise 4. How is the t in the negative auxiliaries pronounced?

- 6 Write complete sentences. Use the present simple or continuous.

1 I / not go / to the match / tonight

2 Jamie / always watch / TV / in the evening

3 Why / those people / shout?

4 The shop / not close / until 10 o'clock / tonight

5 Rick / not have / a good time / on holiday / this week

6 your sister / want / to come / with us?

7 Jake / usually do / his homework / on time

8 Why / Chloe ride / your bike?

Present simple and present continuous

Grammar map

1 Tell students to look at the two sentences taken from the article on page 7. Ask for volunteers to name the two verb tenses and say why each tense is used.

Answers

die: present simple; to describe something which happens regularly.

is considering: present continuous; to describe an activity happening now.

2 Read the instructions. Ask students to read sentences 1–7 and the uses a–g. Do the first item as a class and then ask students to continue individually. Put them into pairs to compare their answers before checking the answers with the class. Tell students to look at the Language Reference section on pages 154–155.


Answers

1 f **2** b **3** d **4** g **5** c **6** a **7** e

3 Ask students to read sentences 1–8 and check vocabulary as necessary. Remind students to pay attention to the situation and the subject(s). Monitor and check for accuracy. Nominate individuals to say the complete sentence to give answers. If a student makes a mistake, give them the opportunity to self-correct before correcting yourself.

Answers


1 's learning **2** likes **3** 'm getting **4** starts **5** are speaking
6 occupy **7** cries **8** 's staying

4  **1.02** Ask students to read the blog post, ignoring the spaces, and to say why the writer is unhappy with CDs. Look at the first item as a class, pointing out that students need to choose between the auxiliaries *be* and *do*, and then give the correct negative form. Play the audio so that students can check their answers.

Answers


1 doesn't **2** 'm not **3** don't **4** aren't **5** don't **6** aren't
7 doesn't **8** don't

Pronunciation: *t* in negative auxiliaries

5  **1.03** Write *n't* on the board. Ask students to listen to the pronunciation of the *t*. Play the audio. Elicit that the *t* is not audible, instead it is replaced by a short silence (a glottal stop). Play the audio again for students to repeat the phrases.

Answer

The *t* is not pronounced.

 The audioscript can be found on page 306.

6 In this exercise, students have to write complete sentences using the present simple or continuous. Remind them that they have to first think about the meaning of the prompts to decide which tense to use. Then they should think carefully about the form of the verb: Is it positive or negative? Is it affirmative or a question? What or who is the subject? Ask students to complete the exercise individually. Put them into pairs to check their answers before checking with the class. They can also refer to the Language Reference section on pages 154–155.

Answers

- 1** I'm not going to the match tonight.
- 2** Jamie always watches TV in the evening.
- 3** Why are those people shouting?
- 4** The shop doesn't close until 10 o'clock tonight.
- 5** Rick isn't having a good time on holiday this week.
- 6** Does your sister want to come with us?
- 7** Jake usually does his homework on time.
- 8** Why is Chloe riding your bike?



Collaborative learning tip

Equal groups. Using equal groups does not mean putting all the high-level students with beginners. It means forming groups that include students of all levels and abilities. Emphasise that each student in a team has something to contribute to the overall success of the group. Without one, all do not succeed.

Optional activity

Students work in groups of three. Student 1 tells Student 2 something she / he does every day or something she / he is doing now. Student 2 then reports this to Student 3. Students take turns to be Student 1, Student 2 and Student 3.

Fast finishers

Fast finishers choose five sentences in Exercise 3 to change into the question form.

State verbs

- 7** Below are five groups of state verbs. In each group, find the word which does not belong and say why.

1 verbs that express beliefs	<i>believe, know, talk, understand</i>
2 verbs that express feelings	<i>like, eat, hate, prefer</i>
3 verbs that express desire	<i>want, wish, hope, jump</i>
4 verbs that express a sense	<i>sound, taste, go, look</i>
5 verbs that express possession	<i>belong, own, have, take</i>

- 8** We do not usually use state verbs in continuous tenses. Correct the sentences.

- ~~Are you understanding~~ this article?
Do you understand this article?
- ~~Is she preferring~~ Twitter or Facebook?
- Ed Sheeran's new song ~~is sounding~~ great!
- He ~~isn't wanting~~ to go out tonight.
- How ~~are you knowing~~ Francis?
- Your new dress ~~is looking~~ lovely!

► Language Reference ► see page 155



We say:

- ✓ He **doesn't want** to go out tonight.
- ✗ He ~~isn't wanting~~ to go out tonight.

- 9** The verbs below have two different meanings: one is a state, the other one is not. Choose the correct state meaning.

- have: *own* / consume or do
- see: notice with the eyes / meet
- think: use the brain to plan something, solve a problem or understand a situation / believe
- look: observe / appear

- 10** Four of these sentences are incorrect. Correct them.

- What are you thinking of the new iPhone?
- You're quiet – what are you thinking about?
- Are you seeing Ben at the weekend?
- Are you seeing that red picture on the left?
- Emma's having a new smartphone.
- This shop is looking interesting!

- 11** ► 1.04 Complete the text with the correct form of the verbs in brackets. Then listen and check.



The death of the pay phone

Pay phones were once an essential way of keeping in touch when you were on the move. But now they ¹ ... (disappear). These days, it ² ... (seem) that almost everybody ³ ... (have) a mobile phone, and hardly anybody ⁴ ... (use) pay phones any more. It ⁵ ... (cost) a lot to maintain them and phone companies no longer ⁶ ... (want) to pay for this. In Britain, they ⁷ ... (remove) the famous red phone boxes from the streets. There are only a few left, and most of those ⁸ ... (not work). Nothing ⁹ ... (stay) the same forever, of course, but it's sad because the streets ¹⁰ ... (not look) the same without them!

- 12** Look at the prompts below. Write them as a complete conversation.

- A: Hi! What / you / do / ?
B: watch / DVD
- A: What / ?
B: new / Bond film
- A: Who / watch / with / you / ?
B: No one!
- A: What / think of / the film / ?
B: No / like. Where / you / phone from / ?
- A: bus
B: Where / go / ?
- A: gym
B: How often / you / go / gym / ?
- A: every evening!

- 13** ► Read out your conversation from Exercise 12 with a partner. Then improvise another similar conversation.

State verbs

7 Explain that some verbs are called *state* verbs and can be grouped together according to their meaning. Read the instructions and do the first item with the class, then put students into pairs to continue. Ask for volunteers to give answers and explain why the verb does not belong.

Answers

- 1 *talk*, because it does not express a belief
- 2 *eat*, because it does not express a feeling
- 3 *jump*, because it does not express a desire
- 4 *go*, because it does not express a sense
- 5 *take*, because it does not express possession

8 Explain that state verbs are not usually used in continuous tenses. Read the instructions and look at the example with the class. Ask for volunteers to correct the sentences. Tell students to look at the Language Reference on page 155.

Answers

- 2 Does she prefer
- 3 sounds
- 4 doesn't want
- 5 do you know
- 6 looks



Ask for a volunteer to explain the mistake (*want* is a state verb expressing a desire, so it is not used in the continuous tenses).

9 Explain that some verbs have two different meanings. One of them is a state, but the other is not. Students should choose the state meaning in each item. Do the activity together as a class.

Answers

- 2 notice with the eyes
- 3 believe
- 4 appear

Optional activity

Put students into pairs and ask them to write two sentences for each verb, one as a state verb and one as a non-state verb, using the present continuous, e.g. *She has two sisters. She's having lunch.* Ask for volunteers to read their sentences to the class.

10 Ask students to read the sentences and identify the verbs. Do the first item with the class, eliciting or explaining the meaning of *think* in the context. As you check answers, ask students to explain the meaning of the verb in each sentence.

Answers

- 1 ~~are you thinking~~ do you think
- 2 ✓
- 3 ✓
- 4 ~~Are you seeing~~ Do you see
- 5 ~~'s having~~ has (got)
- 6 ~~is looking~~ looks

11 **1.04** Ask students to complete the activity individually. Tell students to check subject-verb agreement before asking them to compare their answers in pairs. Play the audio, pausing after each space for students to check their answers.

Answers

- 1 're disappearing
- 2 seems
- 3 has
- 4 uses
- 5 costs
- 6 want
- 7 're removing
- 8 don't work
- 9 stays
- 10 don't look

Optional activity

Ask students, in pairs, to make sentences about other things which very few people do or use nowadays, e.g. using paper diaries and address books, sending hand-written letters, making photo albums. It might be a good idea to find online images of some obsolete or near obsolete things. Encourage them to use state verbs in their descriptions where appropriate.

12 Choose two strong students to ask and answer the first question of this phone call. Tell students to continue individually. Let students compare answers before giving feedback.

Possible answers

- 1 **A:** Hi! What are you doing?
B: I'm watching a DVD.
- 2 **A:** What are you watching?
B: I'm watching the new Bond film.
- 3 **A:** Who's watching it with you?
B: No one (is)!
- 4 **A:** What do you think of the film?
B: I don't like it. Where are you phoning from?
- 5 **A:** I'm phoning from the bus.
B: Where are you going?
- 6 **A:** I'm going to the gym.
B: How often do you go to the gym?
- 7 **A:** I go (there) every evening!

13 Ask students to read the conversation with a partner and then improvise another one. Write the question words on the board and give an example. Ask a strong student to play the role of A.

Example:

A: What are you doing?

B: I'm playing a game.

A: What are you playing?

B: I'm playing Scrabble.

A: Who's playing it with you?

B: My sister (is). Where are you phoning from?

A: I'm phoning from a café.

B: How often do you go there?

A: I go (there) about once a week.

Encourage students to speak naturally. Ask for volunteers to share their phone conversation with the class.

▶ The grammar is reviewed on page 18. The Language Reference section can be found on pages 154–155.

▶ See pages 8–9 and 13 of the Workbook.

▶ See the Teacher's Resource Bank Unit 1 for extra Grammar Practice.

Computer words



- 1 Match the words in the box with a–j. Check the meanings of the two extra words.

at · attachment · blog · cursor · folder · hard drive
hashtag · icon · link · password · web browser · window



Remember nouns and verbs which often go together: *folder* – *open*, *close*, *save*. Remember that the verb usually comes before the noun: *open* a folder.

- 2 Add the words from Exercise 1 to the lists below.

You can ...

- 1 open it. → *attachment, ...*
- 2 click on it. →
- 3 type it. →
- 4 read it. →

- 3 Match seven verbs from the word-cloud with the meanings (1–6).



- 1 Move something across the screen with the cursor.
- 2 Put something on an Internet page so everyone can see it.
- 3 Look for something on the Internet.
- 4 Add a file to an email message.
- 5 Take a file from the Internet and put it on your own computer.
- 6 Press on a button on your mouse or on the screen.

- 4 > 1.05 Complete the sentences with verbs from Exercise 3. Then listen and check.

- 1 You can select a piece of text, c... it and p... it into a new document.
- 2 You can p... a photo on Facebook and s... it with your friends.
- 3 To o... our web page, just c... on this link.
- 4 D... the programme and i... it on your computer.
- 5 To d... the file, simply d... it into the recycling bin.
- 6 You have to t... in your password before you can e... the site.
- 7 You can s... for an image on the Internet and s... it on your computer.
- 8 Don't forget to a... your CV before you p... 'send'!

- 5 Choose a topic and ask a partner to explain some of the things you have to do.

- 1 You want to send an email with some photos.
- 2 You want to collect information about a certain topic from the Internet.
- 3 You have a new computer. There are no programmes on it.

Phrasal verbs

- 6 Complete the sentences with the correct form of the verbs in the box.

blow · deal · turn · come · make · keep

- 1 Matt ... on talking about his new girlfriend. It's so boring!
- 2 I think you're going to ... into a video game addict! Be careful!
- 3 Don't put metal objects in a microwave. They might ... up.
- 4 I can't ... out your handwriting – it's terrible!
- 5 Beyoncé's new album ... out next week!
- 6 Don't worry. We're going to ... with your computer's virus right now!

Computer words

Target vocabulary

Computer words

at	folder	link
attachment	hard drive	password
blog	hashtag	web browser
cursor	icon	window

Verbs

attach	email	save
click	enter	search
close	install	send
cut	open	share
delete	paste	type
download	post	
drag	press	

1 Read the instructions. Put students into pairs to do the activity. Nominate individual students to give answers and help with pronunciation as necessary. Ask students for a definition of *icon* and *blog*.

Answers

a cursor **b** hard drive **c** link **d** at **e** folder **f** web browser
g attachment **h** hashtag **i** password **j** window
 Two extra words: *icon* – a small picture or symbol on a computer screen that represents a programme or function; *blog* – a personal web page updated regularly

tip Read the tip aloud and ask students how they can use this information to help them remember phrases (*record words together in their notebooks*).

2 Check that students understand the meaning of the verbs. Look at the first example and then ask students to continue individually before comparing in pairs.

Possible answers

- 1 attachment, folder, window
- 2 link, icon, attachment
- 3 password, hashtag, blog
- 4 attachment, blog


3 Ask students to look at the words in the word-cloud and say what part of speech they are (*verbs*). Read the instructions and do the first item together. Ask students to continue the activity individually. Note that there are two possible answers for number 2.

Answers

- 1** drag **2** share / post **3** search **4** attach **5** download **6** click

Fast finishers

Ask fast finishers to write definitions for the other words and check them in an online dictionary. Ask them to read their definitions to the class and the class to guess the correct word.


4  **1.05** Read the instructions and do the first item together. Ask students to continue individually before comparing their answers with a partner. Ask for volunteers to read the complete sentence and see if the class agrees before playing the audio. Pause after each sentence to give students time to check.

Answers

- 1** cut, paste **2** post, share **3** open, click **4** Download, install
5 delete, drag **6** type, enter **7** search, save **8** attach, press

Optional activity

Ask students to make a list of the five things they do most, using verbs from the word-cloud in Exercise 3.

5  Read the instructions and the three topics. Put students into pairs or threes. Each student should choose a different topic. Students ask their partner to explain the process involved in their choice. Monitor and give help if necessary.

Phrasal verbs

6 Refer students back to the *Phrasal Verbs* box on page 6. Ask students to do the exercise individually before checking their answers with a partner. Ask for volunteers to read the complete sentences aloud.

Answers

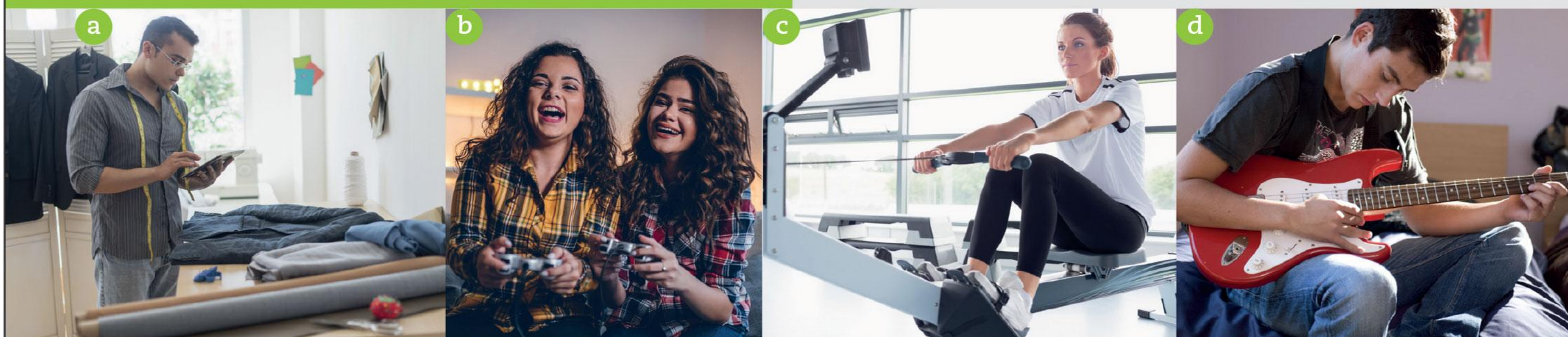
- 1** keeps **2** turn **3** blow **4** make **5** comes / is coming **6** deal

Optional activity

Give students the following computer-related vocabulary: *boot* (v), *keyboard* (n), *laptop* (n), *software* (n). Ask them to check the meaning of the words in their online dictionaries and to write a sentence using each one.

- ▶ The target vocabulary is reviewed on page 18 and further practice is featured in the Vocabulary Extra on page 132.
- ▶ See pages 5 and 13 of the Workbook.
- ▶ See the Teacher's Resource Bank for extra Vocabulary Practice.

An interview with a YouTuber



1 How often do you go on YouTube? What do you watch or listen to on it?

2 What do *channel*, *subscriber* and *views* mean?

tip

Think about what you are going to hear before you listen. Use the information available to you on the page (words, pictures) for more clues.

3 > 1.06 Listen to the first part of an interview with Kyle. Which person or people in the photos (a–d) would be the most interested in his channel?

4 > 1.07 What do you think Kyle will talk about in the rest of the interview? Choose four from the ideas below. Then listen and check.

- a online contact with subscribers
- b the kinds of tips he gives in his blog
- c if he makes money
- d his one moment of fame online
- e different types of YouTubers
- f when he makes his videos

5 > 1.07 Listen to the rest of the interview again. Choose the best option.

- 1 What does Kyle say about interacting with people online?
 - a He hasn't really got time for it.
 - b He'd like to do more of it.
 - c He likes it.
 - d It can be good, but it depends on the person.
- 2 Which of the following statements is true?
 - a Kyle is making a lot of money from his channel.
 - b Kyle is sad that he isn't making more money.
 - c Kyle started his channel to make money.
 - d Making money from the channel has been a nice surprise.
- 3 What sentence best describes what Kyle does?
 - a He uploads new content occasionally.
 - b He thinks a lot about how to get new subscribers.
 - c He treats his YouTube channel like a full-time job.
 - d He's constantly planning new content to upload.



Real English

6 Read these extracts from the interview. Choose the correct meaning for the underlined idioms.

- 1 A lot of people are starting YouTube channels because they hope to make a living from them.
 - a get a job
 - b earn enough money to live
- 2 I am making a bit of money ... but I'm not exactly rolling in it!
 - a making a lot of money
 - b becoming famous
- 3 I really hope you make it big one day on YouTube.
 - a spend a lot of money
 - b become very successful

7 **Critical Thinking**

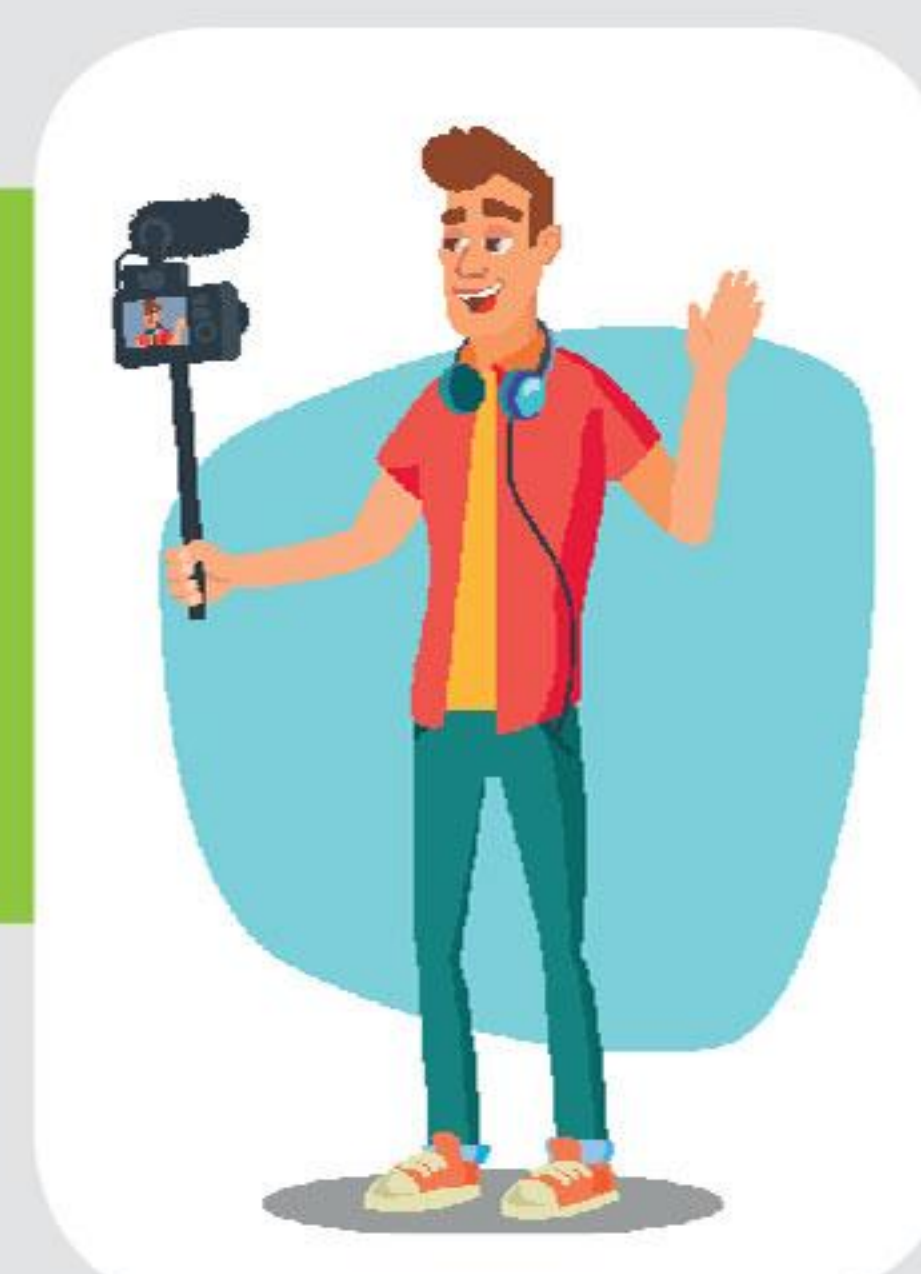
Discuss the questions in pairs.

- 1 What do you think Kyle could do to make it big as a YouTuber?
- 2 Would you like to have your own YouTube channel? Why/Why not?
- 3 Why do you think YouTube is so popular?



DigiQuest


What are the five most viewed videos on YouTube and what are they about? What does this tell you about what is popular online?



An interview with a YouTuber

In this section, students listen to an interview with a YouTuber on a university radio station. Kyle Richards talks about video games, which are the subject of his channel, his subscribers and the day-to-day life of a YouTuber.

Students practise predicting content, listening for gist and specific details and identifying attitude.

1  Ask students how often they watch videos on YouTube. Put them into small groups to discuss what they watch and listen to before asking them to share their answers with the class. Ask if any of them follow any particular YouTube channels.


2 Students will hear the words *channel*, *subscriber* and *views* during the interview. Ask them to use an online dictionary to find the meanings if necessary.

Answers

channel – the transmission of a particular company or organisation that appears on television or radio, or a particular video-streaming service

subscriber – someone who pays to regularly use a product or service (like Netflix, etc).

views – the amount of times people watch something on the Internet


3  **> 1.06** Ask students to look at the pictures and say what each person is interested in. Then read the instructions and play the audio.

Answer

The people in photo b.


▶ The audioscript can be found on page 306.

tip Read the tip aloud and remind students to use all the available information – words, pictures, titles, etc. Ask students why it is a good idea (*It helps us remember topic vocabulary so it is easier to understand when we hear it. It helps us to focus on the topic.*)

4  **> 1.07** Ask students to read sentences a–f. Put them in pairs to discuss their predictions. Play the audio so they can check if their predictions are correct. Check the answers with the class.

Answers

a, c, e, f

5  **> 1.07** Ask students to read the questions and answers and check they understand the vocabulary. Point out that they should focus on listening for detail. Play the audio again for students to complete the activity. Students check their answers in pairs before checking the answers with the class. This could lead into a class discussion about which video games they enjoy playing.

Answers

1 c 2 d 3 a

▶ For more information about video games on YouTube go to the Teacher's Resource Bank.

▶ The audioscript can be found on pages 306 and 307.

✓ Real English

6 This exercise practises idioms used in the interview. Put students into pairs to discuss the meanings. Monitor and help students if necessary. Check the answers with the class and tell them to record the new vocabulary in their notebooks.

Example sentences:

Make a living: John makes a living from painting houses. Can you really make a living by selling jewellery?


Be rolling in it: If they can afford a yacht, they must be rolling in it. Is he rich? He's rolling in it!

Make it big: I always knew that one day I'd make it big.


After twenty years of doing the lottery he finally bought the winning ticket and made it big. Note that in this expression, *big* is used as an adverb.

Answers

1 b 2 a 3 b

7  **Critical Thinking** Put students into small groups to discuss the questions. Ask one student in each group to keep a note of the ideas and opinions. Monitor and encourage students to explain their ideas and opinions with examples. Ask the groups to share their answers with the class and encourage a class discussion about YouTube.

DigiQuest

 Students do an online search. Tell them to type 'most viewed videos on YouTube' into a search engine. They should find statistics about the most viewed videos of all time, the most viewed music videos, and today's / this week's / this year's most viewed videos. Put students into pairs to compare and discuss their answers. They will probably find that the five most viewed videos are all music videos. Ask them if this surprises them and why / why not.

▶ See page 10 of the Workbook.

▶ See the Teacher's Resource Bank Unit 1 for extra Listening Practice.

Adjectives ending in **-ed** and **-ing**

- 1  > 1.08 Look at the photos. Then listen and answer the questions.



Tom




Rex



Clara

- 1 Who is annoyed and why?
- 2 Who is amused and why?
- 3 Who is frightened and why?

- 2  Do you use emojis in texts, emails, instant messages, etc.? Which ones do you use? Tell a partner.

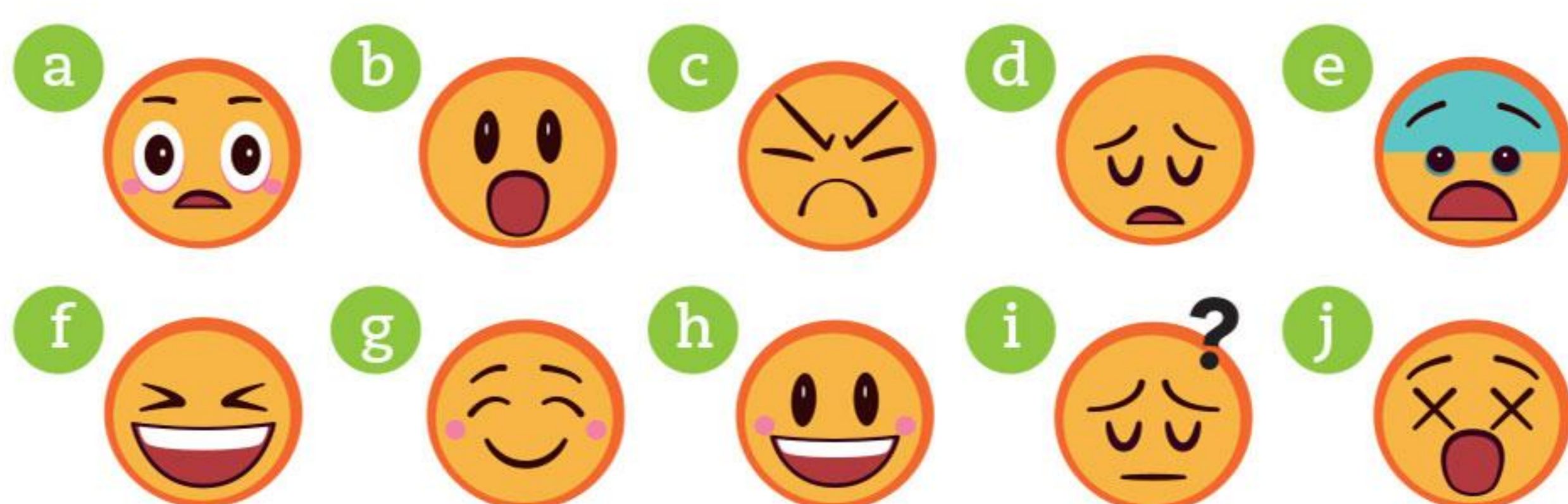
False friends

disgusted / embarrassed

Translate these sentences into your language.
The teacher was disgusted with the students' behaviour.
He feels embarrassed when she talks to him.

- 3 Match the adjectives with the emojis. More than one answer is possible.


alarmed · amused · annoyed · confused · disgusted
 embarrassed · excited · pleased · surprised · worried



- 4 Which feelings in Exercise 3 are positive and which are negative?

tip

We use *-ing* adjectives to describe things and *-ed* adjectives to describe feelings. You hear an *amusing* joke. → You are *amused*.

- 5  Work with a partner. Write an example with the *-ing* form of each adjective in Exercise 3. Then compare with a different partner.


All the lights went off during the storm. It was very alarming.

- 6 Complete the second sentence with an *-ed* or *-ing* adjective so it has the same meaning as the first one.


- 1 Computer games don't **interest** me.
I'm not ... in computer games.
- 2 News of political corruption no longer **astonishes** me.
I am no longer ... by news of political corruption.
- 3 Some of these wildlife documentaries really **amaze** me.
I'm really ... by some of these wildlife documentaries.
- 4 Some of the images in this news report may **shock** viewers.
Viewers might find some of the images in this news report ...
- 5 Some short films on YouTube really **entertain** me.
Some short films on YouTube are really ...
- 6 Zombie films **frighten** my little brother.
My little brother is ... by zombie films.
- 7 Motor racing on TV **bores** me so much!
Motor racing on TV is so ... !

▶ Language Reference > see page 155


Pronunciation: stress in word families

- 7  > 1.09 Listen to the stress in the word families in the box. Then practise saying the words yourself. Find more *-ed* and *-ing* adjectives on this page with the same stress patterns.

Verb	-ed adjective	-ing adjective
alarm • •	alarmed • •	alarming • • •
excite • •	excited • • •	exciting • • •

- 8  > 1.10 Listen to the groups of words. Choose the word with a different stress pattern.

- 1 alarming relaxing interesting amazing
- 2 disgusted surprised annoyed confused
- 3 frightening worrying interesting astonishing
- 4 surprised tired alarmed depressed


- 9  Imagine a whole day in which everybody's Internet and mobile phones have stopped working. Work with a partner and imagine people's reactions.

People are annoyed because they can't look things up on the Internet.

Adjectives ending in -ed and -ing

Target vocabulary


alarmed / alarming	entertained / entertaining
amazed / amazing	excited / exciting
amused / amusing	frightened / frightening
annoyed / annoying	interested / interesting
astonished / astonishing	pleased / pleasing
bored / boring	shocked / shocking
confused / confusing	surprised / surprising
disgusted / disgusting	worried / worrying
embarrassed / embarrassing	

1  **> 1.08** Tell students to look at the photos and read the questions before playing the audio. Ask students to compare their answers in pairs before checking them with the class.

Answers

- 1 Clara is annoyed because she can't get on Facebook.
- 2 Tom is amused because he thinks his sister spends too much time on Facebook.
- 3 Rex is frightened because he doesn't like storms.

▶ The audioscript can be found on page 307.

2  Put students into pairs to discuss their use of emojis before bringing the class together for feedback.

False friends

Translate the sentences with the class and discuss why *disgusted* and *embarrassed* are false friends. *Disgusted* is a much stronger word than the Spanish translation, whereas *embarrassed* has a completely different meaning.

- *Disgusted* means *feeling extreme dislike or disapproval of something*.
- *Embarrassed* means *feeling ashamed or shy*.

Example sentences:

She was disgusted at the way they treated their children.
I was too embarrassed to admit I'd forgotten.

3 Ask students to match the adjectives with the emojis, using an online dictionary if necessary.

Possible answers

a embarrassed **b** surprised **c** annoyed **d** worried **e** disgusted
f amused **g** pleased **h** excited **i** confused **j** alarmed

4 Ask students to decide which feelings are positive, which are negative and if any are neutral and then compare their ideas.

Answers

Positive: amused, pleased, excited

Negative: embarrassed, annoyed, worried, disgusted, confused, alarmed

(Neutral: surprised)

tip

Read through the information with the class. Point out that -ed endings are used to talk about feelings or reactions, so they can only apply to people or animals, never to things. Compare *annoyed* to *angry*. We can say an *angry / annoyed* person or an *angry / annoyed* dog but not an *angry / annoyed* table. The -ing form refers to a quality that can be ascribed to a thing, e.g. *a boring book, an exciting film, a tiring day*.

5 

Read the instructions and go through the example with the class. Ask students to continue individually. Put students into pairs to compare answers and ask for volunteers to read some of their sentences. The class decides whether they are correct or incorrect.

Answers

Students' own answers.

6 Read the instructions and do the first item with the class. Monitor and help as necessary as students continue individually. Tell students to look at the Language Reference on page 155.

Answers

- 1** interested **2** astonished **3** amazed **4** shocking
5 entertaining **6** frightened **7** boring

Pronunciation: stress in word families

7 

> 1.09 Ask students to listen and notice the stress pattern. Play the audio and check their initial ideas. Play the audio again for them to practise saying the words. Point out that the -ed ending is not a new syllable in *alarmed*, but it is in *excited*. You only pronounce -ed as a new syllable if the verb ends with the sounds /t/ or /d/. Ask students to say more word families for the new vocabulary, e.g. *disgust – disgusted – disgusting*, etc.

Answers

- surprised, annoyed, confused, amazed
- disgusted, embarrassed, astonished, disgusting, surprising, annoying, confusing, amazing, amusing, exciting

8 

> 1.10 Play the audio. Ask students to identify one word in each group that has a different stress pattern. Play the audio so they can check their answers. Play it again pausing after each word so students can repeat the words.

Answers

- 1** interesting **2** disgusted **3** astonishing **4** tired

9 

Read the instructions and ask for a volunteer to come up with a sentence. Give students three minutes to write notes in pairs. Encourage them to use the adjectives from this vocabulary section. Tell students to swap partners and compare ideas before bringing the class together.

Answers

Students' own answers.

▶ The target vocabulary is reviewed on page 18 and further practice is feature in Vocabulary Extra on page 132.

▶ See pages 11 and 13 of the Workbook.

▶ See the Teacher's Resource Bank Unit 1 for extra Vocabulary Practice.

Exchanging opinions

HACKER GETS 15 YEARS!

Hacker jailed for publishing military secrets



James

Have you heard this story about the hacker?

Maya

Yeah, I think it's really disgusting!

What – publishing state secrets?

No, I'm not worried about that. I don't think he – or she – should go to prison for it. That's all. What about you? What do YOU think?

I'm not sure. I mean, what if someone could use the information to attack us? I find that a bit worrying.

Well, personally, I don't think it's the hacker's fault. In my opinion, the military should get a better password!

Hmm, yeah, I suppose you're right. Maybe instead of sending the hacker to prison, they should give him – or her – a job!

Yeah, yeah, I totally agree.

1 **1.11** Read the newspaper headline and listen to the conversation. Do the speakers agree or disagree in the end?

2 Find phrases in the conversation for the following functions:

- 1 saying you're not sure about your opinion
- 2 asking for an opinion
- 3 giving an opinion
- 4 agreeing weakly with an opinion
- 5 agreeing strongly with an opinion



Don't just say yes or no when you answer a question: give more information.

3 Practise the conversation in Exercise 1 with a partner. Then change partners and have a conversation like the one in Exercise 1 on one of the topics below.

Insect DNA found in frozen hamburgers

NASA seeks volunteers for Mars mission

Online Yellow Pages app released!

Key language

Asking for opinions

What about you?
Do you agree?
What do you think?

Giving opinions

I think / believe / feel that
I'm afraid I don't agree with you / that
I (don't) agree (with you / that)
I'm not sure (about that)
I suppose (you're right)
I totally agree.



Do teenagers spend too much time on social networks?

1 What different social network websites can you think of?

2 Watch the video. Match the people with the opinions (1–4).

Lucy · George · Olivia · Callum


- 1 Social networks are basically a very good thing.
- 2 Social networks are a big part of teenagers' lives, and that's sad.
- 3 Teenagers use social networks too much. It's becoming addictive.
- 4 It's not good to be on your computer all the time.

3 Do teenagers spend too much time on social networks?

▶ See our online resources web page for more video activities.

Exchanging opinions

This section is based around an informal conversation between two people talking about a news story. Students practise asking for and giving opinions, agreeing and disagreeing.

1  **1.11** Books closed. Write the headline 'Hacker gets 15 years' on the board and check understanding. If students are not sure of the meaning, add the sub-heading 'Hacker jailed for publishing military secrets.' Ask students if they think all hackers should be punished. Ask students to read and listen to the conversation to say if the speakers agree with each other in the end.

Answer

They agree in the end.

Optional activity


Say the following adjectives and ask students to say who said them and what they were talking about: *disgusting, worried, worrying*.

2 Go through the instructions. Ask students to work individually to find the phrases before checking answers as a class. As a class, look at the expressions in the *Key language* box.

Answers

1 I'm not sure. **2** What do you think? **3** I think / I don't think
4 I suppose you're right. **5** I totally agree.

tip Read the tip aloud and tell students to find examples in the conversation in Exercise 1. Ask students why they should give more information in their answers (*to not do so would be impolite and suggest the speaker is not really interested in the conversation*).

3  Ask two strong students to act out the conversation for the class. Put students into same-ability pairs to practise the conversation and monitor and give positive feedback when students are sounding expressive. Then read the headlines with the class and ask for volunteers to explain each of the situations. Put students in pairs and tell them to choose one of the headlines and improvise a conversation about it. One of the students could start with the beginning of the model conversation, e.g. *Have you heard this story about the insect DNA?* The other can then respond, e.g. *Yeah, I think it's really disgusting!* Ask them to try and use all of the expressions from the *Key language* box.

Key language

Direct students to the *Key language* box. Ask them to practise the conversations from Exercise 3 using as many of the expressions as they can. Put two sets of pairs together to have the conversation and identify expressions from the box.


▶ See page 10 of the Workbook.

▶ See the Teacher's Resource Bank Unit 1 for extra Speaking Practice.

Video: Vox pop


 **Do teenagers spend too much time on social networks?**

The video consists of short interviews with four young people giving their opinions about teenagers' use of social networks. Students listen to authentic clips and identify key words and facts.

1  As a class, ask students to name as many different social networks as they can think of.


Answers

Students' own answers.

2  Read the opinions 1–4. Tell students they are going to see the video twice. They should try not to be too dependent on the subtitles. It is not necessary for them to understand every word, but to get the main ideas and listen for the key words in the box. Play the video. After the first viewing, check how much they have understood. Replay the video. After the second viewing, students check their answers with a partner before going through the answers with the class.

Answers

1 Callum **2** George **3** Lucy **4** Olivia

3  This could be an open discussion with the class. Do students agree with the opinions expressed in the video? Do teenagers spend too much time on social networks? What are the positive and negative aspects of social media? Help with any difficult vocabulary and write key words on the board. At the end, you could ask students to take a vote on the issue. This could also be done, space and classroom layout permitting, as a fishbowl discussion. See below.

Collaborative learning tip

In a fishbowl discussion, students seated inside the 'fishbowl' actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented. Students take turns in these roles, so that they practise being both contributors and listeners in a group discussion. This strategy is especially useful when you want to make sure all students participate in a discussion, when you want to help students reflect on what a good discussion looks like, and when you need a structure for discussing controversial or difficult topics.

▶ See the Teacher's Resource Bank for extra Vox pop Video Practice.

A for and against essay

'Our quality of life is much better thanks to the Internet.' Do you agree?

Most of us use the Internet many times in a typical day. In fact, it seems to me we probably couldn't live without it. However, has it really made our lives better?

On the one hand, thanks to the Internet, many tasks are now much easier. For example, we can keep in contact with friends using applications like WhatsApp and Facebook. Furthermore, we can buy many things online without needing to go to the shops. This is something we all appreciate.

Nevertheless, the Internet also has its disadvantages. I feel that most of us spend too much time online. We don't speak to people face-to-face enough because we're always looking at a screen! In my view, another big problem is websites that spread 'fake news'. As a result, some people form uniformed opinions.

All things considered, the Internet offers us many practical benefits. Even so, we need to be careful how and how often we use it.



1 Read the essay and answer the questions.

- 1 What two advantages and two disadvantages of the Internet does the writer mention?
- 2 Does the writer think that life is much better because of the Internet? Choose the best answer:
 - a Yes, 100%.
 - b Yes, but with some conditions.
 - c No.



Use a simple four-paragraph structure in a for and against essay: 1 introduction, 2 reasons for, 3 reasons against and 4 conclusion.

2 Look at the essay again. Match the paragraph numbers with the topics (a–d).

- | | |
|-------------|---------------------------------------------------------|
| paragraph 1 | a reasons and examples to support the idea in the title |
| paragraph 2 | b conclusion and personal opinion |
| paragraph 3 | c introduction to the topic |
| paragraph 4 | d reasons and examples against the idea in the title |

3 Match the highlighted expressions in the text with the functions.

- a expressing a conclusion
- b introducing your opinion
- c expressing contrast

Expressing opinions

4 Complete the expressions of opinion. Use the Key language box to help you.

- 1 ... view, Facebook is a waste of time.
- 2 As ... , everyone should have access to broadband.
- 3 I ... that we all use our mobile phones too much.
- 4 ... to me that life was very boring without the Internet.

Expressing contrast

5 Match the contrasting sentences.

- 1 My grandad's got a good computer.
 - 2 This site is really cool.
 - 3 The Internet can be very educational.
 - 4 I emailed the company three times yesterday.
 - 5 My mum can use a lot of computer programmes.
- a There's also a lot of rubbish posted online.
 - b She doesn't go online much.
 - c They didn't answer me.
 - d He doesn't know how to use it.
 - e It doesn't get many visits.

6 Rewrite each pair of sentences from Exercise 5. Use different expressions of contrast from the Key language box.

*My grandad's got a good computer.
However, he doesn't know how to use it.*



A for and against essay

In this section, students read a for and against essay, which serves as a text for analysis and a model for the final writing activity. Students learn how to structure this type of essay and learn the language of expressing opinions, expressing contrast and introducing conclusions.

1 With books closed, ask students to imagine what the world was like before the Internet. Divide the class in half. One half thinks of how the world was a better place and the other half thinks of how the world was a worse place. Divide the board in half and record their ideas for and against. Then ask students to read the essay and answer the questions. Give them a time limit of about three minutes. Put them into pairs to compare their answers before checking with the class. Compare the ideas in the article with the ideas on the board. Ask what conditions the writer refers to (*we need to be careful how and how often we use it*). Explain that the text they have read is a model answer to the task they will be doing after working through the tasks on the next two pages.

Answers

- 1** Advantages: We can keep in contact with friends. We can buy many things online.
Disadvantages: We don't speak to people face-to-face enough. Some websites spread fake news. As a result, some people form uninformed opinions.
2 b

tip Read the tip aloud and ask students why the writer has given reasons and examples in support of the topic before those against the topic (*this places the writer's opinion closer to the conclusion, which expresses the view that our quality of life is only better in some aspects. Using this order helps the reader follow the text*).

2 Read the instructions and ask students to read options a–d. Check vocabulary if necessary. Ask students to do the activity individually before putting them into pairs to compare their answers. When checking answers, ask for quotes from the text which illustrate the topic.

Answers

paragraph 1 c paragraph 2 a paragraph 3 d paragraph 4 b

3 Read the instructions and tell students to do the exercise individually. Put students into pairs to compare their answers before checking the answers with the class.

Answers

- a** expressing a conclusion: All things considered
b introducing your opinion: it seems to me, In my view
c expressing contrast: On the one hand, Nevertheless, Even so

Expressing opinions

4 Ask students to read the expressions for expressing opinions in the *Key language* box on page 15 and check understanding before asking them to do the exercise individually. Put students into pairs to compare answers before checking the answers with the class. Note that *in my view* is followed by a comma.

Answers

- 1** In my **2** I see it **3** feel **4** It seems

Expressing contrast

Optional activity

Stronger students could guess the functions of the words and phrases in Exercise 5 and then read the essay to check their guesses.

5 Ask students to read the expressions for expressing contrast in the *Key language* box on page 15 and check understanding before asking them to read the instructions. Do the first item with the class and then ask students to continue individually. Put students into pairs to compare answers before checking the answers with the class. Point out that all the expressions are followed by a comma.

Answers

- 1** d **2** e **3** a **4** c **5** b

6 Read the instructions and point out that several alternative answers are possible. Ask students to do the exercise individually and then ask for volunteers to read their answers to the class.

Possible answers

- 1** My grandad's got a good computer. However, he doesn't know how to use it.
2 This site is really cool. Even so, it doesn't get many visits.
3 On the one hand, the Internet can be very educational. On the other hand, there's also a lot of rubbish posted online.
4 I emailed the company three times yesterday. In spite of this, they didn't answer me.
5 My mum can use a lot of computer programs. Nevertheless, she doesn't go online much.

Introducing conclusions

7 Correct the mistakes in these conclusions. Use the Key language box to help you.

- 1 All the things considered, it's a good idea to teach programming at school.
- 2 For a conclusion, the Internet has improved our quality of life.
- 3 In balance, I don't think that young children should have mobile phones.
- 4 On summary, many people lead better lives because of the Internet.

8 Which two conclusions in Exercise 7 are possible ones for the model text?

9 Choose the correct option.

My friend Joe really enjoys using the Internet.

¹ However, / In conclusion, it seems to me that he spends too much time online. ² In spite of this, / In my view, he should try going offline for a week or two. ³ In summary, / Nevertheless, I don't think he would like this idea very much! ⁴ I feel that / On the other hand, he wouldn't know what to do with his time. ⁵ On the one hand, / All things considered, Joe is not an exception. The Internet has become a necessity for most of us.

Key language

Expressing opinions	As I see it, I feel (that) It seems to me (that) In my view,
Expressing contrast	However, Nevertheless, On the one hand, On the other hand, Even so, In spite of this,
Introducing conclusions	In conclusion, In summary, On balance, All things considered,

Write!

10 Write a for and against essay (100–120 words) on one of these subjects:

- 'Social media is a complete waste of time.'
- 'Hackers are a force for good.'

STEP 1: Getting and organising ideas

- Once you have chosen the subject of your essay, write down all the 'reasons for' and 'reasons against' the idea that you can think of. Use the diagram below to help you.



STEP 2: Plan your essay

- Choose the two strongest 'reasons for' and 'reasons against'.
- For your conclusion, decide whether you agree or disagree with the idea in the title.

STEP 3: Write!

When you write your essay, use the for and against essay paragraph plan in the Tip. Try to include:

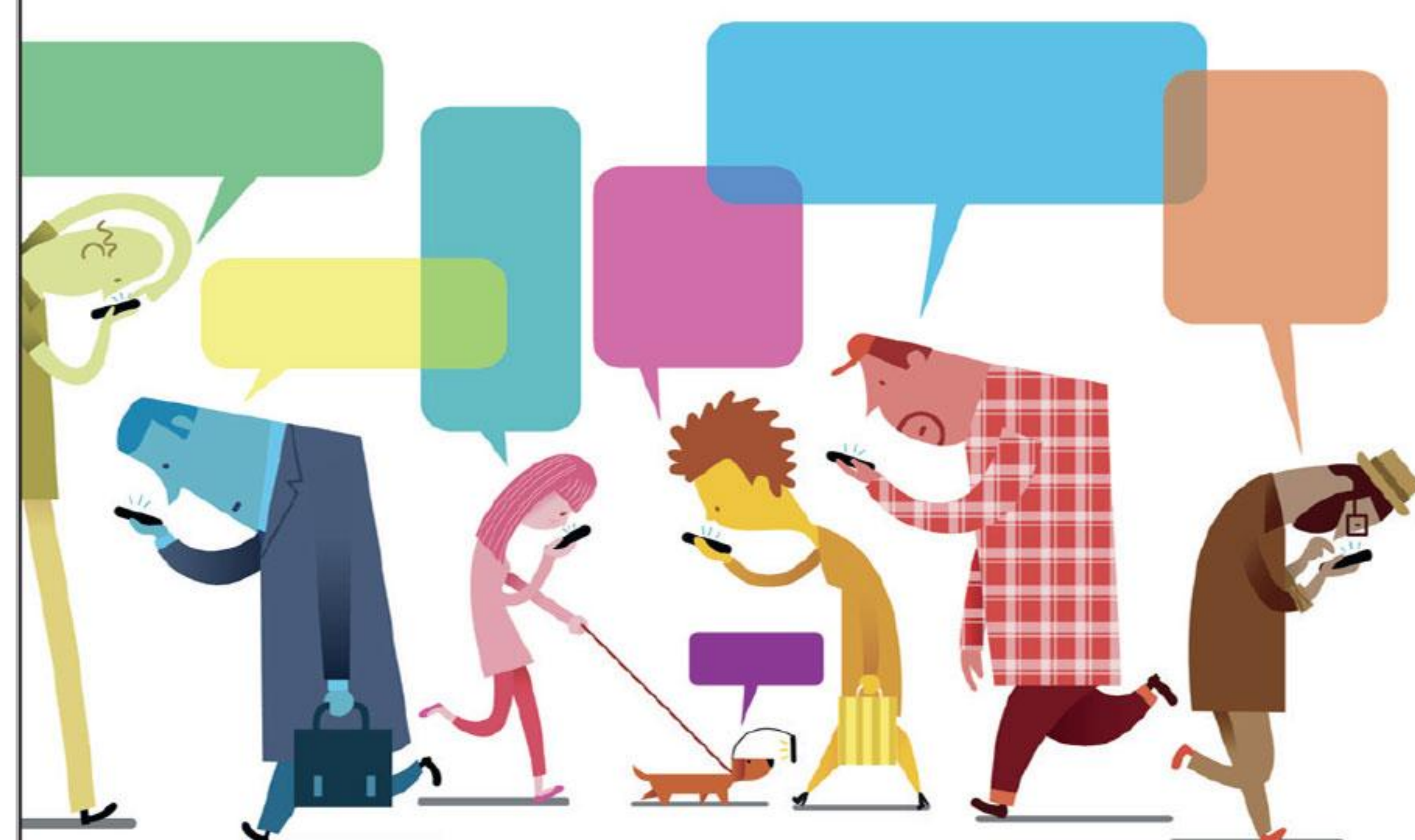
- expressions for introducing your opinions
- expressions of contrast
- an expression for introducing your conclusion

STEP 4: Check!

Reread your essay and answer these questions:

- 1 Have you followed the paragraph plan?
- 2 Does your conclusion follow naturally from the rest of the essay?
- 3 Have you included examples of the different types of Key language?
- 4 Is your grammar, spelling and punctuation correct?

► Writing Guide ► see page 141



Introducing conclusions

7 Ask students to read the expressions for introducing conclusions in the *Key language* box and check understanding before asking them to read the instructions. Ask them to do the exercise individually. Put students into pairs to compare answers before checking the answers with the class. Point out that all the expressions are followed by a comma.

Answers

1 All the things considered, ... **2** For a ln conclusion, ...
3 In On balance, ... **4** On In summary, ...

8 Read the instructions and ask a volunteer to remind the class of the topic of the model text. Ask students to do the exercise individually. Check answers with the class. Ask for volunteers to read the full sentences out.

Answers

2 and 4

9 Students now use all three sections from the *Key language* box to complete the text. Ask them to do the exercise individually before comparing their answers with a partner. Check the answers with the class.

Answers

1 However **2** In my view **3** Nevertheless **4** I feel that
5 All things considered

Key language

Ask students to look at the *Key language* box. Point out that the headings of the columns give the function for which words and phrases are used. Give students three minutes to study the box. Ask them to close their books and put them into pairs or small groups to write as many phrases from it as they can remember.

Write!

10 Students follow steps 1–4 to organise, plan and write a for and against essay.

STEP 1:

Make sure students understand the choices of topic for their essay. Ask them to choose a title to write about and put them into pairs or small groups with others who have chosen the same topic. Tell students to copy the diagram with 'Reasons for' and 'Reasons against' and to follow the stages in Step 1. At this stage they should try to include as many reasons for and against as they can. Monitor and help with ideas as necessary. Put students into different pairs to tell each other what they plan to say, and to add to each other's ideas if they can.

STEP 2:

Ask students to follow Step 2 individually. Ask them to decide which points are the strongest and to choose two reasons for and two reasons against to include in their essay. Ask them to decide on their own position and remember the tip on page 14.

STEP 3:

Tell students to read the instructions in Step 3 and write their essay, using the four-paragraph plan in the tip. The first paragraph should introduce the topic and grab the reader's attention. They can refer to the model essay on page 14, the *Key language* box and the Writing Guide on page 141.

STEP 4:

When they have finished, they should check their writing according to the instructions in Step 4.

Fast finishers

Students who finish early can exchange their work and review each other's essays. The objective of peer review is to help the writer improve their writing in terms of content, organisation and language. Ask the reviewer to check the essay using the four points in Step 4 and then to answer the following questions:

- 1** What does the writer do especially well in the essay?
- 2** What one or two things would most improve the essay?

► There is a guide to writing a for and against essay in the Writing Guide on page 141.

► See page 12 of the Workbook.

► See the Teacher's Resource Bank Unit 1 for extra Writing Practice.

LIFE SKILLS

SAFETY ONLINE

A. Warm-up

1 Look at the picture.
What is happening?
Why is this potentially dangerous?



LIFE SKILLS

KEY CONCEPT

When you are online, your mobile, tablet or laptop are potential security risks. So be careful!

Safety online

In this section, students are asked to consider what online activities are potentially dangerous before going on to work on a project about online safety.

A Warm-up

1 Ask students to describe what they can see in the picture. Put them into pairs to discuss why it is a potentially dangerous situation. Ask for volunteers to give their suggestions and ask other students if they agree before giving feedback. Read the *Key Concept* and explain to students that they are going to look at other potentially dangerous online activities and situations.

Answer

The boy has his laptop webcam switched on and he doesn't realise. This is potentially dangerous because he could be filmed or watched without his consent. It is important to have settings on your computer that do not allow the webcam to be accessed by applications or turned on automatically.